

# Carrie's Childcare Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2026

**Service provided by:**  
Caroline Mansfield

**Service provider number:**  
SP2023000183

**Service no:**  
CS2023000292

## About the service

Carrie's Childcare provides a childminding service from a semi-detached property in a residential area of west Edinburgh.

The childminder is registered to provide a care service for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

The service is close to the local primary school, shops, parks, and other amenities.

The children are cared for in the lounge and dining area. They have access to the family bathroom on the second floor. Children also have access to an enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on Monday March 2026 between 15:45 and 17:25. We returned to the service on Wednesday 11 March 2026 between 14:00 and 16:40. The inspection was carried out by one inspector from the Care Inspectorate. This was the service's first inspection since registration.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with seven children and one parent onsite
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents
- reviewed written feedback from three parents via an online survey.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

**Key messages**

- Well-considered self evaluation and improvement planning supported the childminder to reflect on the service and make improvements that benefitted children.
- Children experienced a welcoming, well-maintained environment that met their needs.
- Children engaged in a range of interesting and stimulating opportunities, which supported their play and learning.
- The childminder's warm and caring approach showed children they were valued and respected.
- Effective partnership working and positive communication strengthened connections with families and ensured children and parents were fully included in the service.
- Moving forward, the childminder could strengthen their improvement planning approach by drawing on a wider range of good practice guidance.

**From this inspection we evaluated this service as:**

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 4 - Good

### Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The childminder's aims were clearly demonstrated in their daily practice. Children were cared for in a safe place where they could relax, have fun, and be themselves. One parent said, "My children feel welcome and can relax and play in a friendly environment." Children interacted confidently with each other and the childminder, showing they felt happy and included. Parents were given a helpful welcome pack that explained the childminder's vision and aims, so they knew what to expect from the service.

Policies and procedures were shared with parents and gave them clear information about the service. For example, there was a helpful complaints policy and the child protection policy explained the steps to take in case of any concerns. During the inspection, we discussed some policies that could be updated to better support children's experiences. For example, the mealtimes policy should be reviewed to ensure sure food and drink choices are as healthy as possible. The childminder was open to this discussion and highlighted some changes they planned to make to promote healthier options.

The childminder regularly asked children for their views in different ways, including through discussions, surveys, and a new suggestion box. Children were keen to talk about how they used the box and understood that it helped them influence the service. Parents also felt confident that their feedback was listened to and helped shape decisions. One parent said, "The childminder has welcomed feedback with surveys." As a result, children and families experienced a flexible and supportive service.

Well considered self evaluation and improvement planning supported the childminder to reflect on the service and make improvements that benefitted children. They used the challenge questions and self evaluation approach from the 'Quality improvement framework for the early learning and childcare sectors', (Care Inspectorate and HMIE, 2025), to reflect on the service and their practice. This supported a cycle of continuous improvement. For example, following observations and discussions with children they had reviewed daily routines and changed the after school session to give children more time to relax. A reflective learning log enabled the childminder to reflect on training and implement learning into practice. As a result, the childminder supported children well and showed a strong commitment to their role. Moving forward, the childminder could strengthen their improvement planning by drawing on a wider range of good practice guidance. This would support both the planning of improvements and the evaluation of how effective those improvements are. For example, we discussed how the childminder could develop the approach to 'loose parts play' by accessing materials related to this type of play.

Overall, quality assurance processes covered key areas of practice and supported the childminder to keep children safe, happy and included. For example, processes such as a cleaning log supported the childminder to maintain a hygienic environment. Also, their detailed learning log helped the childminder keep up to date with core training such as first aid and child protection. To further enhance quality assurance processes, the childminder could introduce a quality assurance calendar to help keep up to date with key legislative expectation such as recording reviews of personal plans.

**Children thrive and develop in quality spaces** 5 - Very Good**Quality indicator: Children experience high quality spaces**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced a welcoming, well-maintained environment that met their needs. Carefully selected, well positioned furniture and resources supported all children to feel included, comfortable and relaxed. The resources and materials available to children were varied and responsive, catering to children's individual abilities, needs, and interests. Accessible boxes of toys and thoughtfully presented resources created a warm and supportive environment, enabling children to make independent choices. Children had spaces in the home to store their belongings and display their artwork. This helped them feel welcome and gave them the message that they mattered. The childminder was confident in making the best use of the available spaces and resources to create, sustain and enhance a motivating environment for children. One parent said, "The space is great, clear areas for activities and playing and enough room so that children can choose to play together or apart." Another parent added, "We are very lucky to have a childminder who puts such a lot of thought into creating an equally stimulating and relaxing environment for our children."

Daily access to the garden supported children to be active and enjoy the benefits of outdoor play. The childminder used local resources such as parks and shops meaning children could explore and understand their local community.

Children's safety was supported as the childminder provided effective supervision both within the home and in the community. Children were safe as there were clear procedures in place for the walk to and from school. This helped children to develop a sense of responsibility and promoted their safety. Recent discussions around road safety had further strengthened this approach and promoted children's learning.

Children's safety, health, and wellbeing were supported through good hygiene. The childminder had completed infection prevention and control training and understood how to keep the environment clean, safe, and of a high quality. Children were encouraged to wash their hands properly. However, the childminder should stay alert to make sure children washed their hands before eating, as this did not happen on one occasion.

Children and families details were stored securely to protect their privacy. The childminder kept clear and organised filing systems, including for registers and personal plans. This meant they were easy to find while still being kept safe. The childminder also registered with the Information Commissioner, which helped them follow data protection rules.

## Children play and learn 4 - Good

### Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children engaged in a range of interesting and stimulating opportunities, which supported their play and learning. For example, they enjoyed several creative experiences, construction materials, board games, digital technology and role play throughout the sessions. The sensitively considered environment helped them to make independent choices about how and where they played. One parent shared, "It's clear our childminder puts a lot of thought into offering a range of activities for the children they look after. From decorating, crafting, colouring and games and also allowing the children space to play imagination games with each other or just have some time to relax after school."

The range of experiences and resources promoted children's language, literacy and numeracy skills. For example, through activities such as games, baking, reading and creative experiences. During the inspection, children had been making cards and with the childminder's support they planned to go to the post office to send them to their families. Through this experience children were being creative, while learning how to write their address and use the post office. To further support children's curiosity and creativity, the childminder could consider introducing more open ended materials and loose parts that children can use in a variety of ways. For example, loose parts could be added to the garden to support play experiences.

The childminder's warm and caring approach showed children that they were valued and respected. They chatted with children, asked questions, and wondered aloud to help build their communication, creativity, and problem solving skills. Their kindness and attention showed children that their ideas and thoughts were important. With gentle encouragement and supportive interactions, the childminder helped each child to have fun, grow in confidence and develop their independence.

The childminder had a good understanding of child development, helping them to plan experiences suited to the needs and interests of children. Recent training on brain development was enabling the childminder to consider further experiences and opportunities to support children's wellbeing. This included developing opportunities for relaxation at the end of the school day. Responsive and planned experiences were based on children's choices and interests. This enabled the childminder to offer experiences that were fun and engaging. For example, children had recently enjoyed exploring force and nature through a science experiment. Throughout the inspection, children were engaged, happy and having fun.

The childminder used observations to recognise children's achievements and to understand when they may need further support. These observations alongside discussions with children and parents enabled the childminder to support each child's needs effectively and sensitively. This approach helped children to make progress in various areas of their development. Observations highlighted children's strengths, with next steps identified to support ongoing progression and wellbeing. The childminder planned to undertake further training to support their practice in relation to recording learning and development. This learning could further support the childminder to plan for and monitor children's development through meaningful assessment.

**Children are supported to achieve 5 - Very Good****Quality indicator: Nurturing care and support**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced warm, nurturing care as a result of the childminder's sensitive and responsive practice. The childminder listened attentively to children, supporting them to confidently express their needs, wishes and feelings. The childminder used calm and thoughtful conversations to guide children through the routines of the day and help them to navigate positive peer relationships. This supported children to feel a sense of security and belonging.

Transitions into the service including when children settled in were managed sensitively. Settling in approaches were tailored to children and families' individual needs and preferences. This supported a positive ethos and enabled parents and children to feel confident within the service.

Children had meaningful opportunities to be independent during mealtime routines. They enjoyed making their own snacks and smoothies and poured their own drinks. Overall, children sat at the table enjoying a social, unhurried experience, with lots of laughter and discussion. The childminder spent time with children creating a family style experience. This supported positive wellbeing and promoted children's social, emotional and communication needs. Overall, children enjoyed varied, nutritional snacks that supported their health and wellbeing. On some occasions children did receive snacks such as crisps and confectionary. We discussed this with the childminder who agreed that improvements could be made to the menu. Action was taken during the inspection to begin to address this. The childminder planned to work with children to further develop the menu and help them understand the changes needed.

Children's wellbeing was supported through effective personal planning approaches. Personal plans reflected children's individual needs and highlighted their strengths. They included key information about their health, wellbeing and preferences. This included wellbeing updates, information about skills and any additional support children may need. This information supported the childminder to provide sensitive, responsive care. Regular conversations and development meetings with parents supported information to remain up to date and enabled the childminder to use information to plan children's care and experiences. However, to ensure effective recording, the childminder should develop a system to record when personal plans have been reviewed with parents.

The childminder knew children and families very well and strived to create a warm and welcoming service for everyone. Parents were welcomed into the service meaning they had opportunities to see their children's experiences and spend time with them at the service. One parent said, "I'm always welcomed into the house at the end of the day to have a quick handover and never feel rushed." Effective partnership working and positive communication strengthened connections with families and ensured they were fully included in the service.

**Complaints**

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.